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ABSTRACT

As a result of a commitment to research and develop a tested program evaluation system, one group within a task force decided to interview a cross section of Young Men's Christian Association (YMCA) personnel. Twenty people were interviewed from top management down to field workers. Inquiries were made about the organization, about the relationships of functions and tasks performed by the interviewee, and about administrative tools. It was found that objectives are many times not stated in measureble terms, that evaluation procedures are inadequate in terms of revealing program effectiveness, and that an information system is needed. (GEB)

SYSTEMS APPROACH TO PROGRAM EVALUATION:

An Exploration of Alternatives for the YMCA of Metropolitan Chicago

This document is written in special appreciation and respect of Roberta (Bobbie) Turcotte -- a colleague who, among few others, responded quickly to help with data collection. Her enthusiasm, together with the "I can try" spirit, should show all kinds of possibilities for the Young Men's Christian Association.

CAREER OPTIONS RESEARCH AND DEVELOPMENT
YMCA of Metropolitan Chicago

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Program Evaluation is sizing up a situation before making a judgment. It is doing homework before making a decision. It is sorting out the pros and cons, selecting what's good or bad, right or wrong before taking the next step. As a management process, it is a tool for more rational behavior.

CONTENTS

INTRODUCTION

There are a scarcity of data pertaining to organizational pursuit of evaluative research. This paper documents the YMCA experience in Chicago, where attempts are now being made to relate costs to results of programs and services. It is assumed that cost accounting depends on management objectives and their ramifications. Objectives are useless unless they fulfill real needs which are amenable to measurement.

Being a multi-service agency, the YMCA of Metropolitan Chicago has to test and validate management by alternatives--in this case, alternatives in evaluative research pertaining to program effectiveness in fulfilling a wide range of human needs. This implies quality rather than quantity or just efficiency of expenditure alone. Evaluating quality is a difficult task for both practitioners and researchers. This paper is a first attempt to document and to learn from actual experience how to evaluate program quality. It is presented for discussion, which we hope will result in practical alternatives for program evaluation.

The YMCA of Metropolitan Chicago, like many private voluntary agencies, has long been compiling membership and program statistics as an integral part of everyday operations. In 1971, the Planning-Programming-Budgeting System (PPBS) was advocated by the local Community Fund for allocating funds. The YMCA quickly subjected it to vigorous testing, validation, and modification---all an attempt to account for the cost of quality programs and services.

There was a feeling (just a feeling) in the YMCA organization, that something was missing between statistics and PPBS. Both approaches attempted to account for program efficiency by such input data as dollar amounts, numbers and types or program activities, frequency and rate of participation. Neither has fully accounted for "program effectiveness," which has histroically perplexed all human services in or out of the YMCA.

Group #2 of the Program Evaluation Task Force for the YMCA of Chicago was formed in March of 1971 to research and develop alternate models that would incorporate the evaluation of program effectiveness. The five-member group charted a "mini-plan" for six months time (March through August), and the members spent the bulk of their time interviewing, consulting, and documenting existing practices in program evaluation which is summarized in this report. In view of the current practice, it appears that the YMCA of Metropolitan Chicago predominantly uses one approach, i.e., project evaluation.

Project evaluation is comparing results with one's own self-selected goals and objectives. The criteria for effectiveness are broadly biased toward those who are immediately involved and benefited by the program.

The common rationale is "If they (the participants and funders) are happy, we're happy." This kind of evaluation is basically self-centered. At worst it is isolationist in policy, and at best it contributes to organizational maintenance, perhaps for very legitimate reasons.

It became clear in early 1971 that public and private funding policies were increasingly geared to eliminating waste in vested, and often redundant, interests. Federal agencies, along with United/Community Funds, had already begun the crusade against such waste of resources among public and private agencies. The emphasis now was program impact evaluation assessing overall institutional effectiveness among projects having similar objectives, techniques, population, and environment. Despite the imperfection of evaluative techniques, allocation of resources (funds) was increasingly the outcome of analyses and rating schemes. Based on the proposition that social development and rehabilitation should result in the social good of all, not just of members, the alternate methods of program evaluation required vigorous definitions and measures of effectiveness---effectiveness in fulfilling individual

and community needs rather than an agnecy's self-selected viewpoints, goals and objectives.

BACKGROUND

In February of 1971, a 15-member Program Evaluation Task Force was appointed by John Root, President of the YMCA of Metropolitan Chicago, to undertake an emerging assignment:

".....Development of program and membership reporting, evaluation, and information for internal management and for Community Fund reporting is a major objective of the YMCA of Metropolitan Chicago in 1971." Bill Kuntz, Vice President for Corporate Resoruces and Development, was assigned the responsibility for coordinating the work of the Task Force.

Bill Kuntz perceived the job of the Task Force in three groupings:

1. "Work with Archie Beck (Coordinator of Membership and Program Reporting System) to design the best possible program and membership statistics record system to give us at least the body count in various program classifications on a daily basis."

2. "Develop a hard set of criteria for evaluation and assessment of operating units' effectiveness. This could be done by assessing the adequacies and inadequacies of recent evaluations of South Shore, Off-the-Street, Duncan, Isham, Wabash, Youth Action and assessment teams' products of 14 Center programs conducted in May and June of 1969."

3. "Work with Wiley Moore (staff member of the Chicago Community Fund) and the Community Fund PPBS (Planning-Programming-Budgeting System)

model to develop an information model and cost accounting system adapted to the YMCA."

Further, Bill Kuntz recommended that the Task Force be administratively cleared to put in up to 1/2 day per week (recommending Monday mornings, from 9:00 a.m. to noon) as a project team for the next six months (average of five hours available work time, including meetings, homework, research, etc.)

On March 8, 1971, the fifteen member Task Force met for the first time with Bill Kuntz and John Root. All agreed with the goals and objectives of their tasks, and voluntarily joined with pre-selected staff aides Archie Beck, Bob Soong, and Vi Henry, in tree separate groups, as follows:

Group #1: Program and Membership Data System

Archie Beck, Robert Freeman, Robert Freitag, Ruth Scheele, Matthew Ottaviano, and Burt Wiese.

Group #2: Program Evaluation System

Bob Soong, Sam Richardson, Ed LaShea, Bernie Chaudior, and Phil Pokorny.

Group #3: PPBS System for the YMCA

Vi Henry, Frank Arendt, Dave Hubata, and Al Kasufkin.

Group #2 of the Program Evaluation Task Force accepted their charge in a simple statement of objective: "To research and develop a tested program evaluation system within six months (March through August, 1971)." Having discussed and defined the problems, needs, conditions, and more specific objectives, a "mini-plan" was outlined on March 10 to direct the course of Group #2 action. (See Appendix A.)

Group #2 decided to interview a cross-section of YMCA personnel--from field workers involved in program operations to top management involved in overall policy-making. The plan was to interview twenty people, and they, in turn, would be instructed to interview another four each, thus totalling a study population of one hundred. (See Appendix B.) Inquires were to be made about the organization under study, about the relationships and functions of tasks performed by the interviewee, and about any administrative tools for documenting the relative merits of such performance. To facilitate the process, an interview guide was prepared. (See Appendix C.)

On April 19, Group #2 members, along with the entire Task Force, reviewed their work with President John Root and Vice President Bill Kuntz. All endorsed the plan of action and verbally pledged their support. John Root was pleased with it because of "the training involvement"--from field operations to top management. Acknowledging such moral support, Group #2 promised to deliver a report of existing conditions, as well as a proposal for alternate system requirements by the end of June.

LIMITATIONS

In spite of the moral support, serious problems and set-backs arose in the process of data collection and in the development of a data base, as proposed by the "mini-plan" for the months of March through June. There were several causes for these set-backs.

1. The data-collection plan required the massive coordination of 100 interviews and documentation in two waves. This required time and effort almost exclusively for contacting, corresponding, diseminating information, interviewing, documenting, supplying materials, instructing, time-scheduling, clearing contacts and related follow-up work, plus collecting and editing data returns. No one person on the Task Force was able to perform all these tasks without hurting his regular full-time job. Of the Group #2 volunteers, one dropped out at the beginning of data collection. Two others soon faced conflict with their regular assignments--work for which they were originally hired, or later assigned, to perform. That left only two people to handle the colossal amount of work that had to be done.

2. The work of Group #2 depended solely on good will and the voluntary time and effort of 100 people. Nobody was held strictly accountable to a prescribed time table, nor was the format and organization of work well enough structured in advance. There were no contracts for work, no tangible rewards or penalties associated with the work. Only the exceptional few responded quickly and actively cooperated. By the end of June, twenty out of the 100 staff members of the YMCA, from field operations to top management, had fulfilled their interviewing tasks, with ample documentation for program evaluation.

3. Among the professional ranks of the YMCA, there are two types of staff: the Accessibles and the Untouchables. The Accessibles are those who make themselves available for contact. They give of their time, leave messages, really talk to people and make all attempts to take care of immediate business. The Untouchables are unavailable, don't have any time, and can't take care of business now. Group #2 could only count on the good will of a few Accessibles for interview and documentation, and therefore, failed to saturate the sample selection of 100 within the proposed time-frame.

4. The top management (the vice presidents) seemed unable to differentiate among the distinct functions of Groups #1, #2, and #3. Each top officer held a different perspective of program evaluation, and in spite of nodding agreements with John Root's directive, pursued their own interest, directed their staff time and effort out of, rather than into, the work of Group #2. In this respect, the administrative reassignment of three members from Group #2 seriously impaired the intended team work. Could this be due to conflicts of interest between the vice presidents? Or were they conflicts between Group #2 members? The Task Force? Some of them? All of them?

5. On July 16, members of Group #2 met with staff aides of Groups #1 and #3, together with Bill Kuntz, to review this document. Suggestions were made, to expand and clarify <u>Alternatives</u> with examples of YMCA applications; to make forthright value judgment on the suggested alternatives; to show some criteria and their definitions for example. Group #2 then went on to solicit comments and recommendations from members of the total Program Evaluation Task Force until August 2, 1971.

No further suggestions were made by that date or since then.

This document is not to be mistaken as a research report, since not enough data were collected. Resulting from both manpower and logistical problems of the Task Force, we have turned to exploring alternatives, concluding only with a sharper focus on future attempts in program evaluation.

FINDINGS

From the meager sampling of twenty YMCA personnel, Group #2 was able to come up with a few findings. Of those twenty persons interviewed, two were vice presidents, two were district directors, seven were executives of various types, and nine were professionals in various fields

What are the findings?

There are two major types of programs under the auspices of the YMCA: U.S. Government sponsored programs, and the YMCA's regular, on-going programs. As for the Government funded projects, aside from head count and cost accounting, there is not any "hard set of criteria for evaluation and assessment of operating units' effectiveness." Moreover, the criteria for funding or support vary from one program to another. For example, SET-GO, a "Talent Search" project of the YMCA, is viewed by the Government as "impactful" for serving over 86% of 1,800 students from families with annual incomes below $4,000. From an economic viewpoint, it is also efficient--$99,971 from HEW, matched by $34,481 for 1,800 students. This amounts to a cost to the Government of a little over $55 per student, for what is regarded as a unique opportunity "to serve clients who cannot gain admission elsewhere." Broadly speaking, a project such as SET-GO qualifies for "impact," "efficiency," and "uniqueness." It projects an altruitic image of a Christian socio-educational institution, and it is good business on the part of government to fund and support such a redeeming mission.

There do exist some criteria to ensure program effectiveness. These criteria are secondary in most Government funded projects only because they are not closely scrutinized or tested by the grantor--but are required on paper. These are criteria concerning methods and

techniques used in the projects; criteria dealing with the proportion of clients from Model Cities; criteria concerned with the extent of client participation and indigenous responsibility; and criteria delineating minutiae about the project director (his background, work experience, special personal qualifications pertaining to the target population, salary as related to his position, his ethno-racial background, and so on).

Government funded projects of the YMCA are, by and large, assessed or evaluated on the basis of broad and superficial socio-economic criteria which are not amenable to measurement or replicability. The real danger of such vague and unreliable assessment is that while it encourages the Government to hold an image or illusion of progress (as with group advancement from one academic level to the next, from training to job, from welfare to employment), there is no substance to prove personal fulfillment or sustained social benefits. The public reaction to pupil achievement in the public schools focuses on such irony--that students are being promoted for every year that they fall further behind.

As for program evaluations of the regular YMCA activities, there are even broader and more subjective criteria. Other than head count and cost accounting, the criteria for effectiveness are, for example, "better understanding," "goal-setting," "frank attitude," "new ideas," and "decentralized programs." Program assessments range from pages of staff narrative to volumes of open-ended participant reactions to or judgments about their programs. (See Appendix E.)

As a member of Group #2 put it:

"Throughout the YMCA of Metro Chicago and some of its 'satellite' agencies, the preponderance of information recorded is of an accounting and nose-count nature for the purpose of controlling daily operations, but most importantly to add legitimacy to program budgeting.

"There is no information system in operation that deals with the quality of YMCA porgrams. However, the accounting might well be integrated with some interpretation of evaluative data.

"Quality of programming is likely to be discussed in 'Rap and Yap' sessions, as one observer so aptly describes them. The qualitative comments and judgements are not recorded to facilitate their retrieval as required by an information system. The inherent problem with rap and yap sessions is that they represent points by people -- people with different sets of standards concerning what they will call success or failure. Assessing the quality of programming might well be similar to taking a Rorschach test in the sense that different people see different things in the same picture.

"A credible, reliable evaluation of quality of programming could be a wedding of accounting and nose-counting data. These kinds of information are already being collected. A new method of assembling and presenting it in the form of reports may be sufficient. This type of qualitative system would minimize the on-going retrieval effort. If additional input is needed to pinpoint the in-depth quality of a particular kind of programming, then a supplementary, custon-made retrieval method could be used -- interviewing and/or a sort of newspaper reporting effort, for example. In other words, computers could supply the number for reports

and the text could come from the supplementary efforts _if_ they are needed.

"After working on the Task Force for more than three months, the indications are that top management's driving concern is to know more about the YMCA's product so they can better sell it to the financial backers. The alternate models referred here can supply them with number and words, the rest is up to their abilities to sell."

"Could YMCA possibly mean Yes
Maybe
Certainly
Approximately?"

Whatever the YMCA possibly means, one interviewer reported, "It was great. It gave me a chance to see and understand what others are doing in the Y. Everybody should go through this experience."

ALTERNATIVES

Private/voluntary agencies such as the YMCA have not demonstrated that program evaluation is useful, largely because it is considered to be a luxury item in the area of program planning and implementation. Also, since each program/project is regarded as standing on its own merit, comparability of data is not deemed necessary.

The Federal Government, on the other hand, may be the biggest spender when it comes to program evaluation (e.g., $13 million per year on Title I ESEA evaluation). However, it has little to show for its expenditure. The Federal Government's experience has resulted in thousands of non-comparable project findings with non-comparable methods of data collection and interpretation. The outcome is similar to the YMCA experience.

In order to make program evaluation useful, here are some current alternatives that could apply to voluntary service agencies such as the YMCA.

1. Project Evaluation

The Y, like many service institutions and government funded projects, is prone to conduct program evaluation, when and if necessary, by its own objectives and criteria. Project evaluation serves the limited purposes of fund-raising and promotion of programs and services. It should be noted that public and private funders are becoming increasingly skeptical about such evaluation.

Project evaluation is carried out on a small, local basis. Each program within each Y Center is evaluated by its individual characteristics. The program within any one Center are barely comparable to each other. Comparison of programs between Centers is difficult except in terms of gross characteristics of inputs and nose-counting variables. Evaluation

is irregular and uncoordinated, conditioned by recreational season and fiscal timing.

If the purpose of a swimming program at Center A is to graduate twenty swimmers with life-saving certificates within six months time, and the purpose of a swimming program at Center B is to increase the water-confidence and swimming pleasure of thirty participants in three months time, you can add up the programs and participants: two swimming instruction programs with fifty participants. Center C might not provide instruction, but simply open their pool for swimming two nights a week for boys of specified ages. You now have three swimming programs, and you can rate the success of the three in terms of their respective goals. However, you have little rationale for concluding that the Centers should repeat their programs. You have no rationale for recommending replication of another Center's methods. You have no basis for fund-raising to expand the swimming programs on the contention that the Centers are meeting the needs of their communities--in short for any planning purposes. Furthermore, you have no understanding of the reasons for success or failure of the programs, even in terms of their own goals.

The personnel responsible for conducting the programs will be held accountable. In order that their programs be considered successful, they will state program goals vaguely or in an _ex post facto_ fashion, finding reasons for success in their personal efforts and ingenuity, and reasons for failure in external conditions or circumstances beyond their control--racial conflict, poor weather, competition with public facilities, insufficient funds, or flu epidemics. Staff vulnerability is maximized by such evaluation and, as might be expected, their response is to prefer isolation and to resist judgment of their programs, which amounts to judgment of _them._

2. Comparative Evaluation

Often called "Relative Effectiveness Evaluation," this approach begins with the broad questions of "Which programs are working best? Under what conditions? Which ones are working poorly or not at all? Why? Which types are producing the biggest payoff?" Strategy and Rating are crucial.

The multi-million-dollar program evaluation of Title I (ESEA) projects, for example, is becoming more useful by the institution of comparative evaluation techniques. It proposes to group local programs/projects into categories of similar conditions, problems, objectives, and modes of operation. The organization of these projects and their output data will, therefore, enable one to see which programs/projects are in the top or bottom 25% within their respective category.

A comparative evaluation of stategy and program rating is intended to de-emphasize unrelated evaluation or unrelated programs or projects, since such evaluation does not add up to a recognizable overall institutional effectiveness on social systems, i.e., health, education, economics, and so on. Given some studies in depth, all programs could be classified and compared in this way.

3. Experimental Evaluation

Experimental evaluations are conducted primarily by the government in such pilot projects as income maintenance, performance contracting, and voucher systems of education. Experimental evaluation is useful for introducing major or expensive programs. It may serve as a forerunner, or it may run simultaneously with a large operating program, testing, validating, and evaluating different methods and techniques, to provide alternate strategies, and to compare their relative merits. The new manpower, youth opportunity, and community development projects of the

YMCA are ideal for such evaluation.

There is growing support for such an experimental but definitive approach to program evaluation.

4. Program Monitoring

This kind of program evaluation emphasizes rapid-feedback and monitoring of existing programs. It could be used as a management strategy to differentiate superior performance from inferior, and to direct, divert, or terminate activities accordingly. Its major features are 1) an on-site classification of programs and projects, 2) a system of pre-site visit data collection, 3) an on-site system of data collection pertaining to quantity and quality of work toward program objectives, and 4) a format of rapid-feedback to the operating staff and management.

This approach is useful and helpful to program managers. Currently, consumer feedback is emphasized. Techniques such as opinion surveys, telephone interviews, group-screening, and interviews are being examined. All YMCA programs can profit from this type of program evaluation.

5. Impact Evaluation

Despite current attempts to apply to the social or human services such concepts as cost accounting, cost effectiveness, planning-programming-budgeting, systems analysis, electronic or automated data processing system, the usual criteria for program impact have not all been convincing. It is not convincing, for example, to state that the longer a participant stays in a program, the better are his chances of personal or social development; that the higher-frequency joiners of program activities are more likely to be better citizens; that the more salaries, materials, and supplies that are invested, the greater are the chances for program success.

Long before the professionals popularized the jargon such as PPBS, MBO, and "cost-benefit analysis," much was said about "getting the most-out of every dollar." It was assumed, and still is, that money was limited, and need for services was unlimited. Based upon this assumption, there never was enough money for the necessary service. With a little professional expertise and political endorsement, this same assumption became the Doctrine of Endless Unmet Needs, which always justified increasing input of resources, but never quite accounted for output results.

The public now demands a radical departure from the Unmet Needs Doctrine. Assuming for the moment that needs are limited, service objectives are therefore limited and specific. Ways and means can then be planned and implemented to achieve these objectives most economically. While our Federal Government continues to debate whether another billion dollars are better spent in education, or on health care, or for defense, service agencies on a smaller scale must debate and delimit their priorities, and determine the cost of desirable results.

It is admittedly difficult to place a dollar cost upon behavioral objectives. However, comparisons of program impact can be made, if the quantifiable objectives or resources are held constant. For instance:

Example A (holding objective constant)

Objective: To raise the reading ability of 6.0 level students to 8.0 level in six months.

Method #1	operates	@	$80 per enrollee
Method #2	operates	@	$60 per enrollee
Method #3	operates	@	$75 per enrollee
Method #4	operates	@	$55 per enrollee

These alternate methods could be used variously by the Neighborhood Youth Corps, the Central YMCA High School, the YMCA College, or a reading

clinic of a YMCA Center. Provided that the program participants are comparable, and the same results are achieved by all four methods, the less costly program, Method #4, should be favored.

Example B (holding resources constant)

The same objective applies as in Example A. Each alternate method is allocated the same budget for the same time span, but different results are produced.

Method #1	succeeds	with	1 out of 4 enrollees
Method #2	succeeds	with	1 out of 6 enrollees
Method #3	succeeds	with	1 out of 5 enrollees
Method #4	succeeds	with	1 out of 8 enrollees

Method #1, in this case, would be preferred.

In all, there are five broadly known criteria that fit into the above alternatives to program evaluation. They are effort (or efficiency), effectiveness, impact, cost effectiveness, and process.

Effort

This program evaluation criterion usually attributes to the amount of workload or activities, viz., the number of man-hours, camper-days, rate of client intake, types of programs, and amounts of equipment, supplies, etc. It is to determine how much is put into program activities without regard to their outcome. Evaluation in this respect connotes efficiency rather than effectiveness of program effort.

Effectiveness

Effectiveness has to do with the adequacy of a certain amount of program effort rather than the effort itself. For example a special program may achieve a high effort (rate of efficiency) in producing youngsters capable of passing the college entrance Scholastic Aptitute

Test (based on verbal and mathematical skills). Yet, the same youths may result in the lack of overall creativity and imagination, initiative, sensitivity, political and social leadership, adaptability and commitment to responsibility. These latter attributes of effectiveness are grossly overlooked by human service agencies, perhaps, due to the lack of reliable tests and measurements; and more likely, due to the "you can't measure the quality of our work" attitude.

Impact

Assuming that the program or service objectives are achieved by effective performance, impact is concerned with whether the overall needs are adequately met by such performance objectives. Take for example the emergency food program to fight hunger. It is handled with efficiency, and the pronounced goal that "nobody in Chicago should starve" is effectively met. What then is the impact of such a program upon self-sufficiency to buy food in the first place? What is its impact on nutrition and health?

Cost Effectiveness

This criterion is concerned with program or service effectiveness solely in terms of costs. Cost effectiveness is usually represented by a ratio between the cost of effort and the resulting impact.

Process

Process as a criterion attempts to describe what happens to the program that produces its results. It may serve to predict future results and their effects.

The five alternatives to evaluation, therefore, rely on different criteria for achieving their respective purposes:

EVALUATION ALTERNATIVES	EVALUATION CRITERIA				
	Effort	Effectiveness	Impact	Cost	Process
Project		X			
Comparative		X		X	X
Experimental		X			X
Monitoring	X				
Impact		X	X	X	

Program executives of the YMCA would be concerned with the monitoring of on-going program efforts and effectiveness as an evaluation alternative, whereas experimental and demonstration project directors would be more interested in the comparable processes toward program effectiveness. Corporate policy makers are more likely to use comparative and impact evaluations toward long-term corporate advantages.

CONCLUSIONS

Until now, the YMCA (like all others) has been satisfied with professional standards, codes of ethics, working instinct, long-term experience, numbers, program reports, principles and creeds, as sufficient guarantees of program effectiveness. Our criteria for program effectiveness has been over-simplified: "If they (clients and funders) are happy, we're happy." Program evaluation, if any, has been solely based upon input statistics, viz., dollar amount, number of clients, calls, visits, instructions, sessions, camper days, and so forth.

There has not been the need for a change in program evaluation until now--a time of economic slump. Input statistics and professional qualifications are no longer adequate to the task of measuring effectiveness of output. Under legislative and consumer pressures, the Federal Government is now undergoing comprehensive changes from input-oriented documentation to output evaluation--applying scientific methods to learn the performance and outcome of program activities.

Under similar pressures, Community Funds across the nation are responding to the need to evaluate results, compare outcomes, relative effectiveness of output, as well as strategy. Rallying around the banner of the United Way of America, the Community/United Funds of this country are tapping the experience of Federal agencies (particularly the Social Rehabilitation Service of HEW) to improve the capabilities of the Planning-Programming-Budgeting System (PPBS).

The major inadequacy of PPBS is, again, the over-emphasis on input documentation of such criteria as program efforts, effects, and efficiency, rather than program effectiveness with evaluative measures. Program efforts have again required the documentation of number and types pertaining to program activities. Program effectiveness is still measured

in terms of whether or not intended objectives (regardless of their appropriateness) have been achieved. Program efficiency tends to stress the cost of various program activities. In the current confusion, there is the tendency to consider cost in terms of program efforts and effects, hence producing data on cost-efficiency rather than effectiveness. The methodological breakthrough anticipated by evaluative researchers is to relate impact and strategy to cost analysis in order to measure program effectiveness. This may be regarded as a diagnotic approach, to determine the "why's" and "how's" of program results.

The phrase "you can't measure the quality of our work" is no longer a valid excuse for neglecting evaluation because in both the voluntary and public service fields, programs are being planned to permit quantifiable measurements of results. Under the all-encompassing term, "systems approach," new tools and techniques are currently being tried by:

Urban Institute
System Development Corporation
Institute for Health Research
University Research Corporation
Model Cities Programs
Office of Economic Opportunity
Social Rehabilitation Service (H.E.W.)

to name just a few.

In its continuning attempts to be up-to-date, the YMCA has, within the last several years, been examining itself. But the only results have been intuitive and sporadic changes. Meanwhile, across the nation, largescale evaluations have clearly indicated the waste inherent in piecemeal programming that adopts individual, specific project evaluation, which produces results that are not comparable. This applies to the YMCA of Metropolitan Chicago. Coordination is still needed, irrespective of the presence of program evaluation.

CONSIDERATIONS

1. Leadership

YMCA management should require the internal use of objective evidence for program effectiveness. Also, management should perodically make known their viewpoint on problems concerning effectiveness of program operations.

2. Resources

While the Y currently has high fixed costs and assets, some process such as "zero budgeting" might be a helpful start. Human, as well as financial, resources should be considered. An important resource involved in evaluation is the computer capacity of the Y.

3. Program Evaluation System

Management should require the review and approval of program evaluation plans, overall organizational plans, and special evaluative studies.

4. Operational Support

Each operating unit should project evaluation results as part of the budget proposal. Definitions and measurements should be compared, reviewed, articulated, and approved for program operations.

5. Priorities of Evaluation

Priorities should be determined on the bases of feasibility and practicality as indicated among different methods of program evaluation.

6. Evaluation Policy

a) All attempts should be made to evaluate comparable programs

and projects. Effective operations should be encouraged, whereas others should be diverted, regrouped, and redirected.

b) Overall program evaluation to serve any purpose should be supported by project rating and strategy evaluation. All attempts should be made to determine the effectiveness of methodological approaches despite overall success or failure.

c) Corporate resources should be diverted to support programs which are amenable to <u>impact evaluation</u>, <u>strategy evaluation</u>, and <u>project rating</u>.

d) Experimental and demonstration projects should be supported only if they serve to test relative effectiveness of different strategies (or methodological approaches).

7. <u>Role of Evaluation</u>

To implement a corporate evaluation policy, the evaluator should develop both short-term and long-range criteria for program effectiveness, for impact evaluation, for strategy evaluation, and for project rating. Since program evaluation is intended to help rather than hinder on-going operations, the administrative judgement pertaining to strategies and directions should rest with the appropriate decision-maker (not the evaluator) who is responsible for program operations.

8. <u>Logistics</u>

An important element in determining logistics is the integration of currently unrelated systems, including management by objectives, accounting, planning and budgeting, and fund-raising.

9. <u>Quality of Life</u>

Agency staff and benefactors are prone to say that the purpose of

their work or contribution is to improve the "quality of life." Yet, few have been able to offer measures of such quality in understandable terms. The Urban Institute has developed single indicators for fourteen broad aspects of the quality of life, as follows:

Aspect	Indicator
Poverty	% Low Income Households
Unemployment	% Unemployed
Racial Equality	Non-White/White Unemployment Rates
Mental Health	Suicide Rate
Health	Infant Mortality Rate
Traffic Safety	Traffic Death Rate
Air Pollution	Air Pollution Index
Income Level	Per Capita Income
Housing	Cost of Housing
Social Disintegration	Narcotics Addition Rate
Community Concern	Per Capita United Fund Contributions
Public Order	Reported Robbery Rate
Education	Draft Rejection Rate
Citizen Participation	Presidential Voting Rate

Admittedly, this set of indices cannot express the complex quality of everyday life. It is, nevertheless, a conceptual breakthrough for further refinement in evaluation research.

10. Dimensions

In an organization like the Y, there are many kinds of program evaluation. They should, for the most part, be policy-determined

as to why, how, how long, and how often evaluation will be carried out.

PPBS is essentially a planning approach. It should be applied in conjunction with, but not in place of evaluation. Nose-counting statistics and cost-benefit analysis may (should) contribute to both PPBS and Evaluation.

Evaluation would appear to have the following dimensions:

1) General Purpose of Evaluation

   a. Institutional maintenance ("Monitoring" or "Project Evaluation")

   b. Institutional change ("Impact")

   c. Improvement of methods and techniques ("Experimental")

   d. Comparing results ("Comparative")

II) Specific Purpose

   a. Planning

   b. Budgeting

   c. Manpower development

   d. Fund-raising and publicity

   e. Governmental requirements

   f. Etc.

III) Impact of Evaluation (Processes affected by findings)

   a. Institutional purpose

   b. Goals

   c. Objectives

   d. Program planning

   e. Program implementation

IV) Scope

a. Project or Center

b. Center of Community

c. Center as compared with Center

d. YMCA District or other

c. Metropolitan YMCA

f. Metropolitan "Community"

V) Focus

a. Effort (input)

b. Result (output)

c. Effect (implication)

VI) Continuity

a. Ongoing

1) Continuous

2) Regular Intervals

b. Occassional, or as needed

(for publicity, fund-raising)

c. Intervals determined by external forces

(e.g., Government, Community Fund)

VII) Frequency

a. Monthly

b. Quarterly, Seasonally

c. Annually

d. Intervals 2-5 years

e. Irregular

VIII) Timing

a. Coordinated with fiscal year

b. Coordinated with fiscal year with external requirements (e.g., Government fiscal year)

c. Not coordinated. On its own schedule.

d. As needed. Irregular.

IX) Definition of Criteria

a. by Program or Project Personnel

b. by Center personnel (Director e.g.)

c. by Participants

d. by local boards of directors

e. by Metro-level personnel

f. by the Government

g. Other sources

X) Evaluation to fulfill:

a. Personal staff needs

b. Organizational needs

c. Client or consumer needs

d. Other needs.

APPENDIX A.

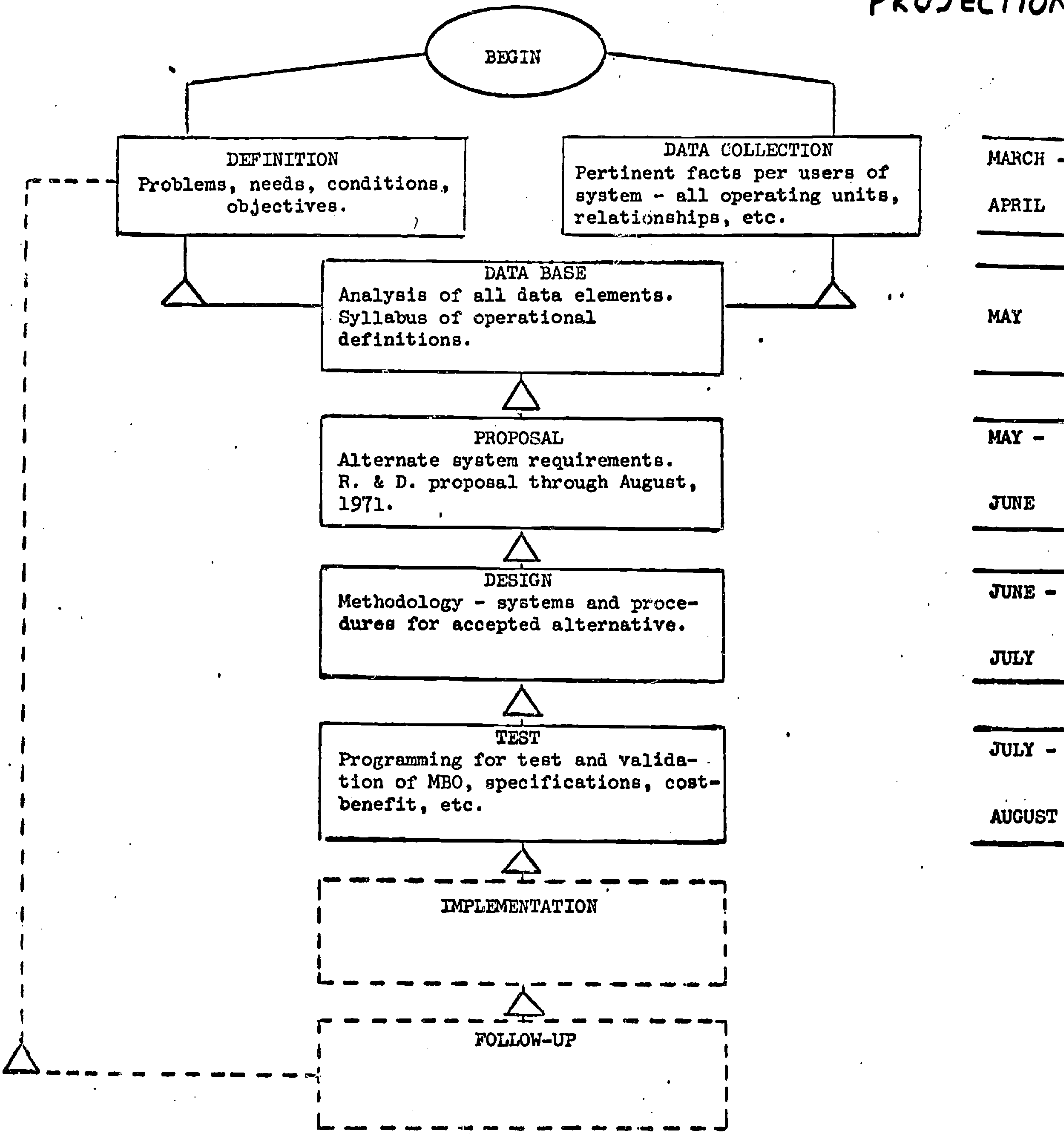
MINI-PLAN - FLOW CHART OF SIX MONTH RESEARCH AND DEVELOPMENT OF PROGRAM EVALUATION SYSTEM

APPENDIX A.

FLOW CHART OF SIX-MONTH RESEARCH AND DEVELOPMENT

- PROGRAM EVALUATION SYSTEM -

3.19.71
PROJECTION



R. and D. Law: Quality production depends on time, material and other resources.

APPENDIX B.

SAMPLING PLAN - LOGISTICS

Northwest Youth Outreach
of the YMCA of Metropolitan Chicago
Administrative Office
4854 West Addison Street, Chicago, Illinois 60641
(312) 777-7112-3

APPENDIX B.

TO: Group #2; Program Evaluation Task Force

FROM: Bernie Chaudoir

RE: Interviewing Logistics

This is an attempt to pull together some ideas as to how we will go about gathering data for our program evaluation system.

As decided at the March 23, 1971 meeting, the tool to be used will involve interviewing. It is to the process of interviewing that these suggestions are made.

The process herein proposed involves three phases:

1. Pre-test of the tool by the Group #2 "Ad Hoc" Committee.

2. Interviewing of twenty persons (four by each of the Group #2 members) who will serve as interviewers in Phase 3.

3. Interviewing of eighty persons (four by each of the Phase 2 persons).

Such a process will give us 100 interviews beyond the Group #2 members. It will pull in persons in Phase 2 who will help cut down on the time demanded of the Task Force members and yet will not involve major pieces of time from them.

Attached are brief descriptions of the three phases with some attempt to indicate the amount of time involved at each of the levels.

Bernie Chaudoir
April 2, 1971

...nit
...st Addison St.
...Illinois 60641 777-7112

Leyden Unit
9660 Franklin Avenue
Franklin Park, Illinois 60131 455-3224

North Unit/Ravenswood YMCA
1725 West Wilson Avenue
Chicago, Illinois 60640 561-8360

Northwest Youth Outreach
of the YMCA of Metropolitan Chicago
Administrative Office
4854 West Addison Street, Chicago, Illinois 60641
(312) 777-7112-3

PHASE I

Phase I involves a testing of the tool by the Group#2 Members.

It should be done at the April 12 meeting and evaluated prior to initiating Phase 2.

I would not see using the results of this pre-test for any purpose other than evaluating the tool and familiarizing the members of Group #2 with it.

Unit
West Addison St.
o, Illinois 60641 777-7112

Leyden Unit
9660 Franklin Avenue
Franklin Park, Illinois 60131 455-3224

North Unit/Ravenswood YMCA
1725 West Wilson Avenue
Chicago, Illinois 60640 561-8360

Northwest Youth Outreach
of the YMCA of Metropolitan Chicago
Administrative Office
4854 West Addison Street, Chicago, Illinois 60641
(312) 777-7112-3

PHASE II

Phase II is the crux of the entire process. It will demand the highest degree of care since it will or will not lay the base for a good Phase III. It will involve three stages:

Stage 1. Orientation.
Each member of the first phase will be responsible for four members of Phase II. The Orientation session will present the tool, explain the interviewing process, assign persons for each to interview, and set dates for their personal interviews by a member of Group #2.

Time: 2 hours.

Stage 2. Being Interviewed.
Each Phase II member will be individually interviewed by a Group #2 member. He will experience what he will be asked to do with four other persons.

Time: 2 days (2 Interviews per day)

Stage 3. Interviewing.
Each Phase II person will interview four assigned persons.

Time: 2 days (4 ½days in any order)

Phase II Members:

2 District Directors
6 Executives
12 Professionals

20 Total

...it
Addison St.
...inois 60641 777-7112

Leyden Unit
9660 Franklin Avenue
Franklin Park, Illinois 60131 455-3224

North Unit/Ravenswood YMCA
1725 West Wilson Avenue
Chicago, Illinois 60640 561-8380

Northwest Youth Outreach
of the YMCA of Metropolitan Chicago
Administrative Office
4854 West Addison Street, Chicago, Illinois 60641
(312) 777-7112-3

PHASE III
===== ===

Phase III will be that area which will produce the largest number of interviews. It will be performed by the persons involved in Phase II and supervised by the persons in Phase I.

Time: 2 days (4 ½ days in any order)

Phase III Members:

1 President
8 Vice-Presidents
7 District Directors
19 Executives
45 Professionals

80 Total

...nit
...t Addison St.
...llinois 60641 777-7112

Leyden Unit
9660 Franklin Avenue
Franklin Park, Illinois 60131 455-3224

North Unit/Ravenswood YMCA
1725 West Wilson Avenue
Chicago, Illinois 60640 561-8360

Northwest Youth Outreach
of the YMCA of Metropolitan Chicago
Administrative Office
4854 West Addison Street, Chicago, Illinois 60641
(312) 777-7112-3

Time Estimates

	In PHASE I	In PHASE II	In PHASE III	Total
By PHASE I	1 day	3 days	1 day	5 days
By PHASE II	---	6 hours	2 days	$2\frac{3}{4}$ days
By PHASE III	---	---	$\frac{1}{2}$ day	$\frac{1}{2}$ day

PHASE I	April 20, 1971
PHASE II	May 20, 1971
PHASE III	June 10, 1971
Final Report	July 1, 1971

...it
... Addison St.
...linois 60641 777-7112

Leyden Unit
9660 Franklin Avenue
Franklin Park, Illinois 60131 455-3224

North Unit/Ravenswood YMCA
1725 West Wilson Avenue
Chicago, Illinois 60640 561-8360

Northwest Youth Outreach
of the YMCA of Metropolitan Chicago
Administrative Office
4854 West Addison Street, Chicago, Illinois 60641
(312) 777-7112-3

Sample Distribution

	Interviewees
Sub-Group 1	
1 District Director 1 Executive 2 Professionals	2 Vice-Presidents 1 DD 4 Ex 9 Pro
Sub-Group 2	
1 DD 1 Ex 2 Pro	2 VP 1 DD 4 Ex 9 Pro
Sub-Group 3	
2 Ex 2 Pro	2 VP 1 DD 4 Ex 9 Pro
Sub-Group 4	
1 Ex 3 Pro	1 VP 2 DD 4 Ex 9 Pro
Sub-Group 5	
1 Ex 3 Pro	1 President 1 VP 2 DD 3 Ex 9 Pro
Total	
2 DD 6 Ex 12 Pro	1 P 8 VP 7 DD 19 Ex 45 Pro

20 + 80 = <u>100</u>

Central Unit
...st Addison St.
...Illinois 60641 777-7112

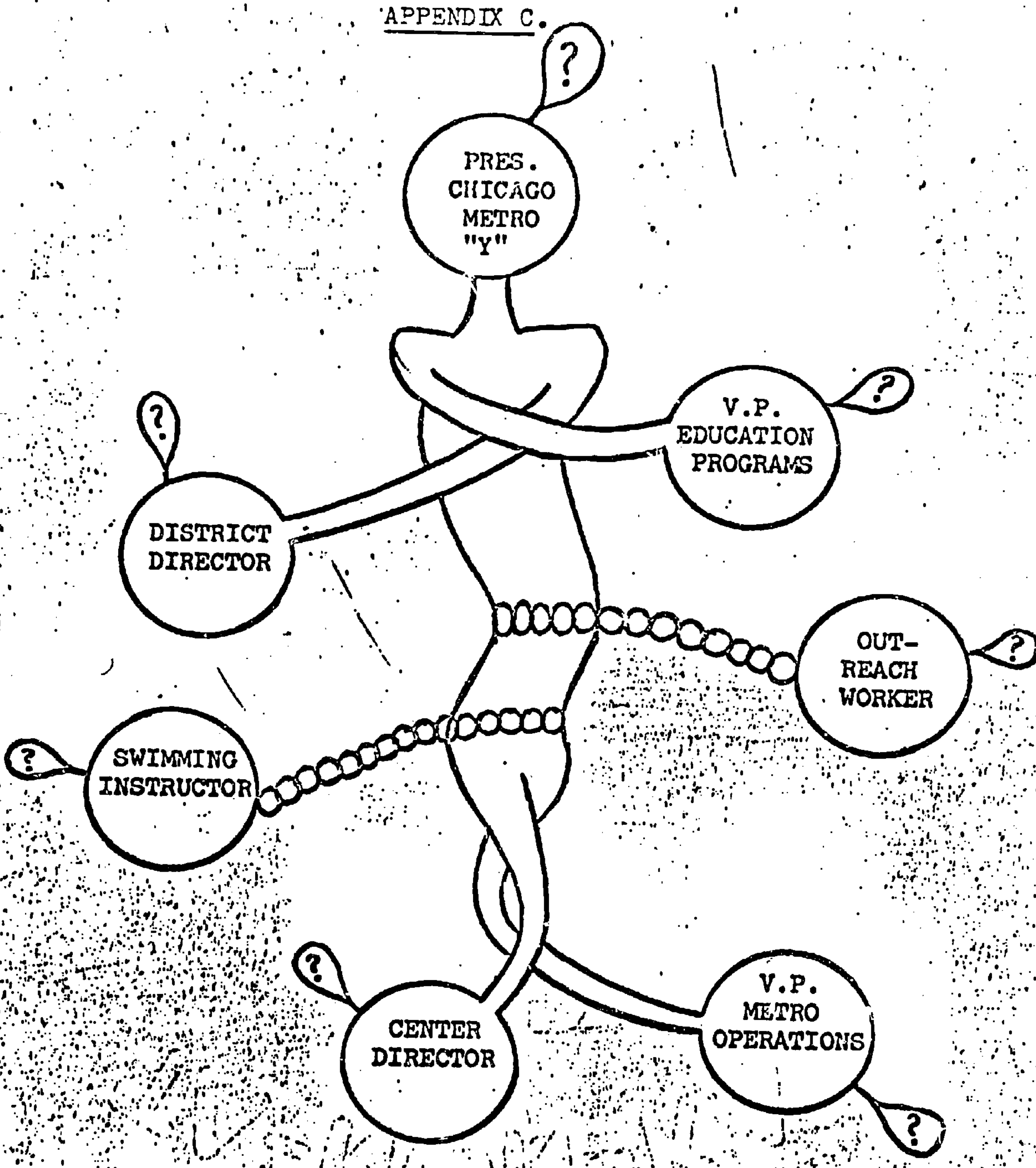
Leyden Unit
9660 Franklin Avenue
Franklin Park, Illinois 60131 455-3224

North Unit/Ravenswood YMCA
1725 West Wilson Avenue
Chicago, Illinois 60640 561-8360

APPENDIX C

INTERVIEW AND DOCUMENTATION GUIDE

APPENDIX C.



THE "Y" IS HAVING COORDINATION PROBLEMS !

THE LEFT HAND (LEFT FOOT) DOESN'T ALWAYS KNOW WHAT THE RIGHT HAND (RIGHT FOOT) IS DOING.

THE "Y" NEEDS YOUR HELP.

by Phil Pokorny

TABLE OF CONTENTS

LIST OF APPENDIXES

LIST OF APPENDIXES, continued

INTRODUCTION

The Program Evaluation Task Force has been charged with the responsibility of designing a central nervous system that will help the YMCA of Metropolitan Chicago operate smoothly and efficiently.

Two main reasons why an information system is needed are:

(1) Community needs directly served by individuals working "in the field" can be better met if the total resources of the "Y" can be made available to the various operational and support groups, district directors, center directors, and field personnel, and

(2) Competition for public and private funds can be better met if "Y" personnel can construct an accurate picture of the quality and quantity of the human resources provided for the dollars invested.

Information flowing upward and downward through the system can help make the "Y" products more useful to the

community they serve. These more useful products, in turn, can attract the much needed funds for carrying on the "Y"'s work. Investors in the "Y" want to know, and should know, what their dollars are buying.

The Task Force is keeping uppermost in its mind that any reporting that is done must be useful to the person doing it. The Task Force will constantly be striving to see that the information gathered gets back to those who provided it in useful, manageable form.

WHY A TASK FORCE?

The Program Evaluation Task Force was established at the direction of Mr. John Root, President of the YMCA of Metropolitan Chicago, on February 23, 1971. The purpose of the Task Force is to conduct preliminary research on "what's happening now" at the several organizational levels within the Support and Operational Groups (see Appendix I: Top-Level Organizational Chart) of the Metropolitan YMCA. The findings of the Task Force will be the bricks and mortar for the foundation of an information system which will be useful to everyone from employees operating in the field to corporate officers.

TASK FORCE STRUCTURE

The fifteen-member Task Force is comprised of three subgroups. Group #1 is working to design a program and membership statistics record system. Group #3 is working to develop a system that will be compatible with the PPBS (Planning, Programming, and Budgeting System) of the Community Fund.

Group #2 is working to find out what information is recorded at present and how it is, or might be, assembled to aid managerial personnel in planning and managing and to help individual

workers achieve their every-day, operational goals. The goal of the Task Force is to complete research in the three areas and to have a substantial start toward designing an information system for the Metropolitan YMCA by September 1, 1971, that will meet operational needs and funding requirements.

INFORMATION GATHERING PROCESS OF GROUP # 2

The time requested of Task Force members was originally one-half day per week. However, experience has shown that the planning stages alone have required more than the allotted time. Group #2 decided to use a "chain letter" approach to a series of interviews in order to find out what information is recorded within our organization and how it is recorded. This "chain letter" approach will help keep demands on our time within reason. It will also help keep our demands on your time within reason. A valuable by-product of this approach is that it will provide people other than ourselves a chance to get a first-hand look at what goes on in various areas of YMCA operations other than their own.

The "chain letter" process works like this: each of the five members of Group #2 will interview four people. Each of those four people will interview four other people. In all, one-hundred

people will be interviewed. The twenty people interviewed by the members of Group #2 will be both interviewees and interviewers. You, the Chosen Twenty, are the most vital cog in the chain letter process. You must help us by interviewing the four people assigned to you or the goal of one-hundred interviewees will not be reached. And we in Group #2 will know little more than we do now about how the "Y" conducts its business.

GROUP #2 WILL HELP YOU

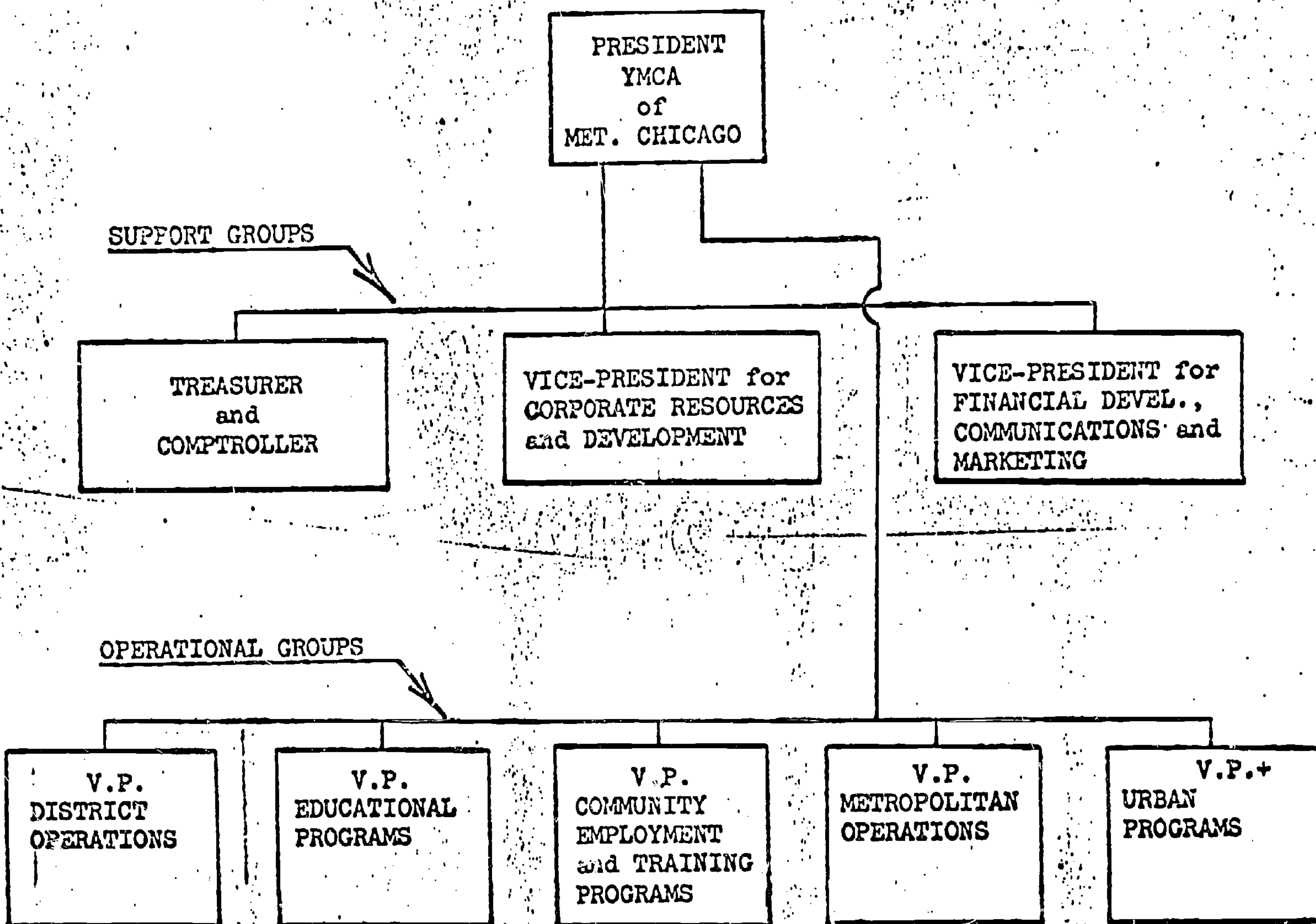
We know it would not be fair or realistic for us to interview you and then ask you to interview four other people without our giving you a clear understanding of what you are being asked to do and why. We have built into the process an orientation meeting for you with us so that your questions can be answered. You will have the benefit of going through the interview process and the orientation process before you interview anyone else.

We expect your orientation to take two hours. Your being interviewed will take one-half day. Your interviewing four people will take two days. By your working with us and for us for less than three days over a two or three-week period, the process of establishing a data base can be completed in early May.

Three days of your time is all that we plan to use; we do not intend for demands on your time to drag on indefinitely. This interviewing effort is a "one-shot" thing to be done correctly, completely, one time, and finished.

During your orientation, the Interview Discussion Guide will be explained to you so that you, in turn, will be able to get the most and the best information from those you interview. Your clear understanding of the "chain letter" process and the tools you will be using is vital because your eyes and ears will be the movie camera and tape recorder on the scene. Your careful use of the forms (The Organizational Chart, The Functional Task Outline, and The YMCA Document Abstract) will help us digest what is happening without repeatedly asking you what you saw and heard. You will receive instructions on the use of these forms during your orientation.

APPENDIX I.



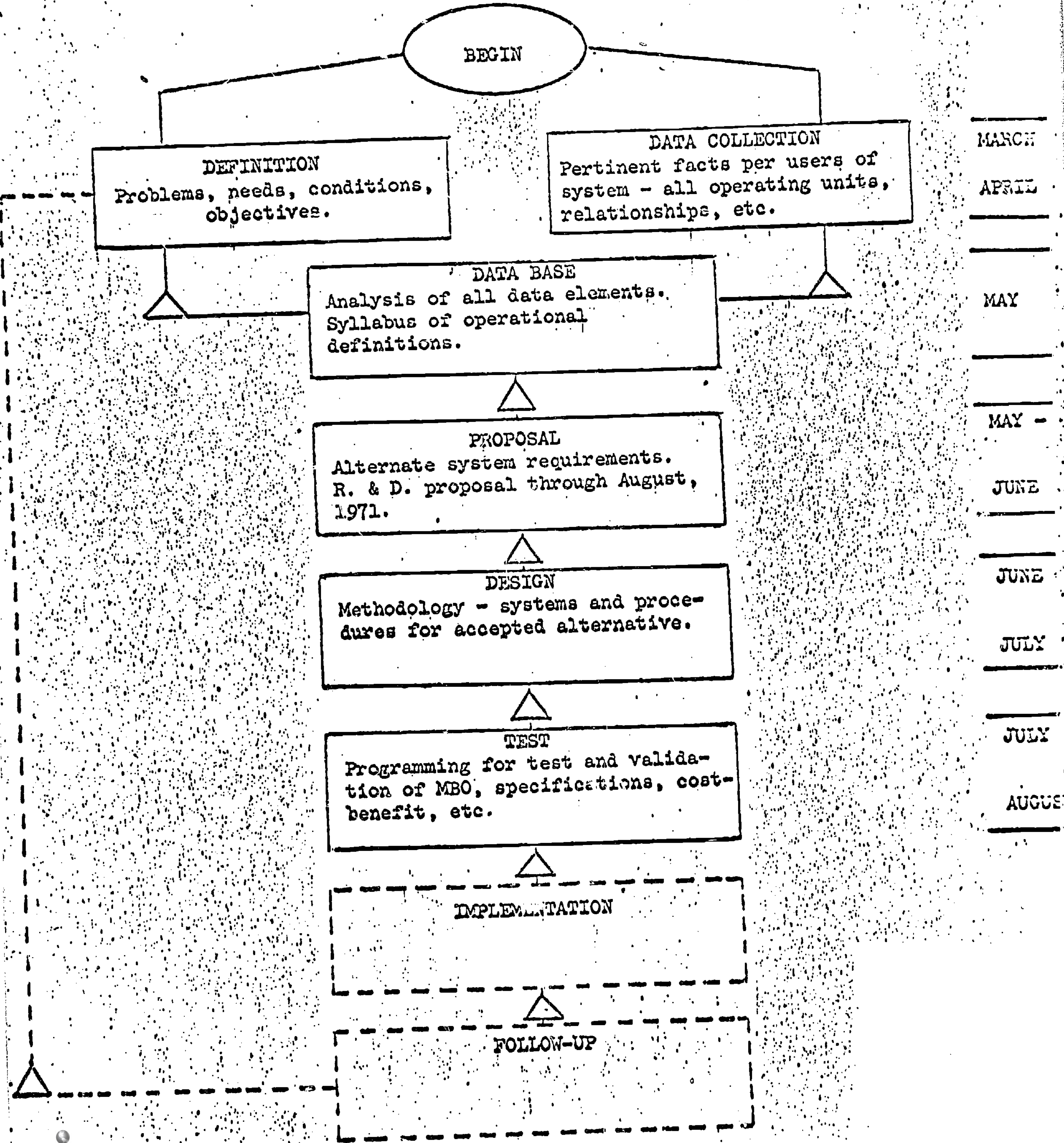
TOP-LEVEL ORGANIZATIONAL CHART

of

YMCA OF METROPOLITAN CHICAGO

APPENDIX II; FLOW CHART OF SIX-MONTH RESEARCH AND DEVELOPMENT

- PROGRAM EVALUATION SYSTEM -



APPENDIX III: INTERVIEWING LOGISTICS

The "chain letter" interviewing process is comprised of three phases:

1. Pre-testing the Interview Discussion Guide by Group #2 of the Task Force.

2. Interviewing twenty (20) people -- four by each of the five Group #2 members -- who, in turn, will be conduct interviews in Phase 3.

3. Interviewing eighty (80) people -- four by each of the twenty people interviewed in Phase 2.

In all, one-hundred (100) interviews will be conducted. Having the twenty people of Phase 2 conduct four interviews each will keep the time demands on the members of Group #2 of the T Task Force within reason, and it will keep the time demands on the twenty people in Phase 2 within reason.

The process will also serve as a learning device for people to gain a better understanding of the structure and operation of the YMCA of Metropolitan Chicago. It will provide individuals with the opportunity to communicate with people other than those encountered in normal functional relationships.

The following pages contain brief descriptions of the three phases including the time involved in each and a sample distribution of people to be interviewed in Phases 2 and 3.

PHASE 1

Phase 1 involves the testing and revising of the tools to be used during the interviews. Members of Group #2 of the Task Force must be familiar with the tools and be sure that they are suitable for use by the twenty people in Phase 2 to get the desired information.

Time required: 1 day.

PHASE 2

Phase 2 is the crux of the entire process. It requires great care and attention by members of Group #2 because Phase 2 is vital to the success of Phase 3. Phase 2 involves two stages:

Stage 1. Orientation

Each member of Group #2 will present the interviewing tools, explain the interviewing process, and see that each of his four people knows who they will be interviewing.

Time required: 2 hours

Stage 2. Interviews

Each of the four people will be interviewed by their representative of Group #2. Each of the four will experience what he, in turn, will be doing with four other people.

Time required: 1/2 day for interviewees

2 days (four 1/2 days) for interviewers

PHASE 3

Phase 3 will produce the bulk of the interviews. The efforts of the twenty people doing the interviewing will produce the information that is so vital to the total Task Force effort.

Time required: 1/2 day for interviewees

2 days (four 1/2 days) for interviewers

TIME ESTIMATE TABLE

	In Phase 1	In Phase 2	In Phase 3	Total
By Phase 1 (5 people)	1 Day	3 Days	1 Day	5 Days
By Phase 2 (20 people)	-----	6 Hrs.	2 Days	2-3/4 Days
By Phase 3 (80 people)	-----	-----	1/2 Day	1/2 Day

COMPLETION DATES

Phase 1........April 26-30, 1971

Phase 2........May 3-10, 1971

Phase 3........May 10-21, 1971

Final Report of Group #2........June 1, 1971

APPENDIX IV: SAMPLE DISTRIBUTION

		INTERVIEWEES
GROUP #2, MEMBER #1	1 District Director 1 Executive 2 Professional	2 Vice-presidents 1 District Director 5 Executives 8 Professionals
GROUP #2, MEMBER #2	1 Executive 3 Professionals	2 Vice-presidents 1 District Director 3 Executives 10 Professionals
GROUP #2, MEMBER #3	2 Executives 2 Professionals	2 Vice-presidents 2 District Directors 5 Executives 7 Professionals
GROUP #2, MEMBER #4	3 Executives 1 Professional	1 Vice-president 2 District Directors 7 Executives 6 Professionals
GROUP #2, MEMBER #5	2 Executives 2 Professionals	1 President 1 Vice-president 2 District Directors 4 Executives 8 Professionals
TOTALS	1 District Director 9 Executives 10 Professionals 20	1 President 8 Vice-presidents 8 District Directors 24 Executives 39 Professionals 80

APPENDIX V: INTERVIEW DISCUSSION GUIDE

Each interview will consist of three parts:

(1) An Organizational Chart

(2) The Functional Task Outline

(3) YMCA Documents Abstracts.

Having your interviewee sketch an Organizational Chart of his operating unit as he perceives it will help to "get the juices flowing"; that is, it will prod him to begin thinking about what he does in the performance of his job and what goes on around him.

The Functional Task Outline will provide the details that will fill out and support the Organizational Chart. It will also help the interviewee think about the documents that he receives from others or submits to others in the performance of his job.

The YMCA Document Abstracts will help the Task Force see what documents circulate within the organization and how they are used.

The three parts of the interview will serve to paint a fairly complete picture of "what's happening now" in the total YMCA. The good aspects will be highlighted, and areas that could use some improvement and development will be indicated.

ORGANIZATIONAL CHART

Instruction: Please sketch an organizational chart of your operating unit. Indicate relative positions of all those persons with whom you review documents* to plan and develop program operations.

* A document is a report, form or record within a file.

FUNCTIONAL TASK OUTLINE

Instruction: Please outline your functions (A, B, C, D, etc.) and related tasks (1, 2, 3, 4, etc.). Use the back of this paper if necessary.

A.

1.
2.
3.
4.

B.

1.
2.
3.
4.

Instruction: Circle those tasks that are documented (initiated or received by you) for program planning and development, eg., (2) (4).

DOCUMENT NO. _______ YMCA DOCUMENT ABSTRACT

A document is defined as a report, form or record within a file.

Department or Center ____________________

Name or names of document ____________________

Source: Prepared by ____________________ Checked by ____________________

Printed by hand? Yes [ ] No [ ] Typewritten? Yes [ ] No [ ]

Calculations required? Yes [ ] No [ ] If yes, are caluations performed by a mechanical device? Yes [ ] No [ ]

Other documents referred to ____________________

Copies: No. of copies _______ Destination of each copy ____________________

____

If requested, how are additional copies prepared? ____________________

Is document filed within department or center? Yes [ ] No [ ]

If yes, original and/or copy? ____________________

If filed, in what sequence? ____________________

How long is document retained? ____________________

What is the ultimate disposition of the document? ____________________

How often is file used? Daily [ ] Weekly [ ] Bi-Weekly [ ] Monthly [ ]

Seasonally [ ] Other [ ] (Please specify) ____________________

How many documents in file? ____________________

How often is document received or prepared? Daily [ ] Weekly [ ] Bi-Weekly [ ]

Monthly [ ] Seasonally [ ] Other [ ] (Please specify) ____________________

Peak? ____________ When? ____________________

How many are received or prepared per month? ____________________

Use: ____________________

____

List items on document containing special coding: (If available, attach form containing valid codes for the coded items) ____________________

____

APPENDIX D.

LIST OF INTERVIEWEES

Group #2 Study Population:

YMCA Community College

Gary Nelson, Director of Admissions

William Jackson, Director of SET-GO

Marc Crudo, Director of Community Development

Maynard Moore, Director of Student Financial Aid

Gladys Knowles, Administrative Assistant

John Bouseman, Vice President and Dean of Academic Affairs

Patricia Englender, Director of Adult Clubs

Ruth Gallinot, Assistant to the Dean of Continuing Education

Norm Young, Supervisor of College Services

Ravenswood YMCA Center

Larry Alvey, Program Director

Roger Ver Velde, Executive Director

YOU (Youth Opportunities Unlimited)

Johnnie Walker, Unit Director

Near South YMCA District

Walt Worrill, District Director

Countryside YMCA Leadership Center

Bobbie Turcotte, Program Director

Gary Meier, Program Director

YMCA of Metropolitan Chicago

Wardell Haywood, Vice President of Urban Programs

Bruce Cole, Vice President of Financial Development, Marketing, and Commun.

YMCA Manpower Project

John Bates, Director

Northwest YMCA District

Joseph Rokinch, District Director

Palatine Township Community Services

Emerson Thomas, Youth Coordinator

APPENDIX E.

LIST OF EVALUATION DOCUMENTS

APPENDIX E

SAMPLE OF EVALUATIVE DOCUMENTS -- Selected on the basis that they are not merely nose-count, cost-accounting, bookkeeping, inventory or tally records, but documents pertaining to program evaluation per se:

YMCA Community College

Student Application for Admission

Monetary Award Application, Illinois State Scholarship Commission

Student Application Form for A National Defense Student Loan

Student's Application for Loan (OE-1070)"

SET-GO Annual Report (June 1, 1970 - May 31, 1971)

x SET-GO Talent Search Contract Amendment (OE-1134-1)

May 1971 Report on Student Financial Aid

x YMCA Job Description (Form JD-100) -- includes job strategy

Faculty Application Form

Faculty Application for Contract

Faculty Application for Leave

Application for Educational Subsidy by the YMCA

x Functional Service Report - 1971, Community Fund

Ravenswood YMCA Center

x Program Project Planning - Evaluation - Improvement -- for activities, projects and special events (FM-105 National Board of YMCA)

Application for Employment (PG1-10M 7'68)

YOU (Youth Opportunities Unlimited)

x Program Report Sheet

Palatine Township Youth Committee

Survey #441/1 (1-4) and YSB Profile

x Items for further analysis